

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Seventh Grade			
Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Movement Concepts			
<i>Space Awareness</i>			
M.MC.07.01 demonstrate all space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in dynamic settings.			
Motor Skills and Movement Patterns: Motor Skills			
<i>Manipulative</i>			
M.MS.07.04 demonstrate mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.			
M.MS.07.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in controlled settings.			
M.MS.07.06 perform a four-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in controlled settings.			
Motor Skills and Movement Patterns: Aquatics			
M.AQ.07.03 demonstrate selected elements of mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.			
M.AQ.07.04 demonstrate selected elements of mature form for the basic aquatic skill of backstroke in controlled settings.			
M.AQ.07.07 demonstrate selected elements of assisting a distressed swimmer in controlled settings.			
M.AQ.07.08 demonstrate selected elements of getting help and assisting a choking victim in controlled settings.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Outdoor Pursuits			
M.OP.07.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in dynamic settings with external feedback.			
M.OP.07.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in dynamic settings with external feedback.			
M.OP.07.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in dynamic settings with external feedback.			
M.OP.07.04 demonstrate ability to safely manipulate or use equipment in outdoor pursuits in controlled settings.			
M.OP.07.05 demonstrate ability to make minor repairs to equipment in outdoor pursuits in controlled settings.			
Motor Skills and Movement Patterns: Target Games			
M.TG.07.01 demonstrate selected tactical skills, such as accuracy in distance and direction (e.g., reducing number of shots, implement selection, set up routine) during modified 1 vs. 1 target games.			
M.TG.07.02 demonstrate use of selected strategies for tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified target games.			
Motor Skills and Movement Patterns: Invasion Games			
M.IG.07.01 demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Invasion Games, Continued			
M.IG.07.02 demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).			
Motor Skills and Movement Patterns: Net/Wall Games			
M.NG.07.01 demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).			
M.NG.07.02 demonstrate tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).			
Motor Skills and Movement Patterns: Striking/Fielding Games			
M.SG.07.01 demonstrate elements of selected infield and outfield tactical movements, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases on throw from outfield positions, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second).			
Motor Skills and Movement Patterns: Rhythmic Activities			
M.RA.07.01 demonstrate student-created rhythmic movement patterns with pathways with a partner to different musical rhythms.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Feedback			
K.FB.07.01 apply selected internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.			
Content Knowledge: Movement Concepts			
K.MC.07.15 apply knowledge of selected movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding in modified games and outdoor activities in dynamic settings.			
Content Knowledge: Motor Skills			
K.MS.07.05 apply knowledge of selected movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in controlled settings.			
Content Knowledge: Aquatics			
K.AQ.07.02 apply knowledge of limited critical elements of safe water entry and exit in controlled settings.			
K.AQ.07.03 apply knowledge of limited critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.			
K.AQ.07.04 apply knowledge of limited critical elements of assisting a distressed swimmer in controlled settings.			
K.AQ.07.05 apply knowledge of limited critical elements of assisting a choking victim in controlled settings.			
K.AQ.07.06 apply knowledge of limited critical elements of how to get help in simulated emergency practice in controlled settings.			
Content Knowledge: Outdoor Pursuits			
K.OP.07.01 apply knowledge of selected elements of the seven principles of Leave No Trace (Teen version) in dynamic settings.			

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Content Knowledge: Outdoor Pursuits, Continued			
K.OP.07.03 apply knowledge of the function of equipment associated with selected outdoor pursuits in controlled settings.			
K.OP.07.04 apply knowledge of selected safety features of outdoor pursuits in controlled settings.			
K.OP.07.05 apply elements of decision-making skills related to engaging in outdoor pursuits.			
K.OP.07.06 identify governmental, non-profit, and/or private areas used for selected outdoor pursuits in the local area.			
K.OP.07.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.			
Content Knowledge: Target Games			
K.TG.07.01 describe all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, opposed target games.			
K.TG.07.02 describe selected elements of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, unopposed target games.			
Content Knowledge: Invasion Games			
K.IG.07.01 describe all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Invasion Games, Continued			
K.IG.07.02 describe selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).			
Content Knowledge: Net/Wall Games			
K.NG.07.01 distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).			
K.NG.07.02 distinguish among elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).			
Content Knowledge: Striking/Fielding Games			
K.SG.07.01 distinguish among elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases on throw from outfield positions, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Rhythmic Activities			
K.RA.07.01 assess complex, creative rhythmic formations, positions, and steps.			
Participation Inside/Outside Physical Education			
K.PA.07.01 explain the relationship between physical activity and lifelong health.			
Content Knowledge: Health-Related Fitness			
K.HR.07.02 plan a course of action to meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
K.HR.07.03 plan a course of action to meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			
K.HR.07.04 plan a course of action to meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
K.HR.07.05 plan a course of action to meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
K.HR.07.06 develop a plan for improving or maintaining health-related fitness status with assistance from the teacher.			
K.HR.07.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.			
K.HR.07.08 describe the principles of training (frequency, intensity, type, time, overload, specificity).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Physical Activity and Nutrition			
K.AN.07.01 evaluate the effects of physical activity and nutrition on the body, with teacher guidance.			
K.AN.07.02 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones), with teacher guidance.			
Content Knowledge: Personal/Social Behaviors			
K.PS.07.01 compare behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.			
K.PS.07.02 compare behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			
Content Knowledge: Regular Participation			
K.RP.07.01 choose to participate in activities that are personally challenging in dynamic settings.			
K.RP.07.02 explain why to choose to participate in physical activity, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.			
Content Knowledge: Social Benefits			
K.SB.07.01 use physical activity as a positive opportunity for social interaction in dynamic settings.			
Content Knowledge: Individual Differences			
K.ID.07.01 choose to participate with community members of varying skill and fitness levels in dynamic settings.			
K.ID.07.02 examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
K.ID.07.03 choose to participate in activities that allow for self-expression in dynamic settings.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Feelings			
K.FE.07.01 examine indicators of enjoyment for the aesthetic and creative aspects of skilled performance.			
Fitness and Physical Activity: Participation During Physical Education			
A.PE.07.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 65% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.			
Fitness and Physical Activity: Participation Outside of Physical Education			
A.PA.07.01 accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.			
Fitness and Physical Activity: Health-Related Fitness			
A.HR.07.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
A.HR.07.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			
A.HR.07.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
A.HR.07.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Fitness and Physical Activity: Health-Related Fitness, Continued			
A.HR.07.06 develop a plan for improving or maintaining health-related fitness status with assistance from the teacher.			
A.HR.07.07 self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.			
A.HR.07.08 describe the principles of training (frequency, intensity, type, time, overload, specificity).			
Fitness and Physical Activity: Physical Activity and Nutrition			
A.AN.07.01 monitor the effects of physical activity and nutrition on the body, with teacher guidance.			
A.AN.07.04 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones), with teacher guidance.			
Personal/Social Behaviors and Values: Feedback			
B.FB.07.01 apply selected internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.			
Personal/Social Behaviors and Values: Personal/Social Behaviors			
B.PS.07.01 exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.			
B.PS.07.02 apply appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			
Personal/Social Behaviors and Values: Regular Participation			
B.RP.07.01 choose to participate in activities that are personally challenging in dynamic settings.			

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Personal/Social Behaviors and Values: Regular Participation, Continued			
B.RP.07.02 choose to participate in physical activity, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.			
Personal/Social Behaviors and Values: Social Benefits			
B.SB.07.01 recognize physical activity as a positive opportunity for social interaction in dynamic settings.			
Personal/Social Behaviors and Values: Individual Differences			
B.ID.07.01 participate with community members of varying skill and fitness levels in dynamic settings.			
B.ID.07.02 accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.			
B.ID.07.03 choose to participate in activities that allow for self-expression in dynamic settings.			
Personal/Social Behaviors and Values: Feelings			
B.FE.07.01 exhibit positive indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.			